

**CLOSEOUT PERFORMANCE REPORT
OF THE MANAGEMENT TRAINING AND
ECONOMICS EDUCATION PROGRAM
IN POLAND**

August 2000

Submitted to:

United States Agency for International Development
Poland Mission

Contract Number: 181-0-00-00-00308-00

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LIST OF ACRONYMS

AACSB	American Assembly of Collegiate Schools of Business
CEMS	Community of European Management Schools
CEUME	Consortium for the Enhancement of Ukrainian Management Education
CNT	Center for Nations in Transition
CSOM	Carlson School of Management
DL	Distance Learning
EMBA	Executive Master of Business Administration
EMBPM	Executive Master in Business and Public Management
EMRM	Executive Master of Rural Industries Management
HHH	Hubert H. Humphrey Institute of Public Affairs
ICBPM	International Center for Business and Public Management
MOE	Ministry of Education
MTEEP	Management Training and Economics Education Project
NCA	North-Central Association of Schools and Colleges
NGO	Non-Governmental Organization
OECD	Organization for European Cooperation and Development
OUAT	Olsztyn University of Agriculture and Technology
PACAMAM	Polish-American Center of Agriculture Marketing and Management
PACEM	Polish-American Center for Economics and Management
PAM	Polish-American (Center)
PDCP	Post-Diploma Certificate Program
PDS	Post-Diploma Studies
PEM	Partners in Economics and Management
S.A.	Joint-Stock Company (spolka akcyjna)
SSB	Robert H. Smith School of Business
UL	University of Lodz
UMCP	University of Maryland, College Park
UMN	University of Minnesota
USAID	United States Agency for International Development
UWM	University of Warmia and Mazuria
WEMBA	Warsaw Executive Master in Business Administration
WSE	Warsaw School of Economics

CLOSEOUT PERFORMANCE REPORT OF THE MANAGEMENT TRAINING AND ECONOMICS EDUCATION PROGRAM IN POLAND

INTRODUCTION

This report is the final of a series of evaluations performed over the life of the project for the Management Training and Economics Education Program (MTEEP) portfolio. This assessment represents the combined efforts of the evaluator, the Polish grantee institutions, and the USAID/Poland and USAID/Washington Project Officers.

MTEEP for Central and Eastern Europe (CEE) was approved in December 1990, with initial grants and cooperative agreements issued in 1991. Additional funding for another round of MTEEP grants occurred in 1994. MTEEP is implemented through U.S. and CEE university partnerships that aim to help develop the technical, management, and economic skills and knowledge necessary to support CEE transition to a viable market economy. The purpose of the MTEEP grants and cooperative agreements, as stated in the Request for Applications of April 1994, was “to develop counterpart institutions in creating, running or expanding programs in the areas of management training, market economics education, and support programs.”

MTEEP programs have embraced a wide variety of activities that address the management and economics needs of each of the original projects in Albania, Bulgaria, Czech Republic, Hungary, Latvia, Lithuania, Poland, and Slovakia. Programs developed under MTEEP auspices include academic (Ph.D. and MBA degrees) and certificate programs as well as non-academic programs - short-term seminars and workshops; English language training; and business counseling and support services.

Poland received the largest share of the U.S. assistance in the CEE region. The strategic plan for Poland, revised at the U.S. Assistance Working Group meeting held in October 1995, shifted away from broad sectoral projects to specific strategic objectives. The intent was to strengthen sustainable institutions and systems able to support and ensure the continuation of the reform process. The purpose of the three MTEEP grants was to develop institutional capabilities within well-established, recognized Polish universities to develop and sustain high-quality academic degree programs designed to provide comprehensive market-sector management, and economics education and training.

USAID/Poland continued to closely monitor the progress of MTEEP activities through regular meetings and site visits and lent its support to the proposals of broadening the scope of projects' activities.

REPORT STRUCTURE

The close out report includes (1) a discussion of achievements of each program against the goals and objectives described in the original grant agreements and subsequent amendments; (2) review of progress toward programmatic, financial and institutional sustainability; (3) program impact at individual and, whenever possible, at institutional (place of work) levels; and conclusions and recommendations. The assessment constitutes the official closeout report of the Management Training projects in Poland, and will complement other closeout reports as USAID/Poland nears its country's graduation.

METHODOLOGY

The MTEEP monitoring and evaluation methodology was developed in collaboration with MTEEP grantees and USAID Missions' staff. It utilizes sets of indicators of impact and sustainability – the two primary objectives of the MTEE Project – agreed upon by the primary stakeholders. As individual USAID Missions and projects have developed indicators particularly relevant to their circumstances, these have been incorporated into the MTEEP monitoring approach. As a result, the developed approach provides both a uniform framework for comparison and flexibility to reflect individual project characteristics.

The MTEEP framework defines impact as occurring at four levels: acquisition of knowledge, skills and attitudes; satisfaction with that acquisition; utilization of the knowledge, skills and attitudes; and, change in behavior, especially at individual and institutional levels. Impact focuses on the participants in MTEEP programs and their places of employment.

Sustainability is conceptualized at three levels: programmatic, organizational, and financial. The partner institutions and individual programs are the foci of sustainability analyses.

This report utilizes the results of the earlier MTEEP evaluation reports combined with the follow-up interviews with project staff and program participants. In recounting the success stories, only the first names of respondents are used to preserve anonymity. A separate questionnaire was developed to capture post-program activities of the participants of a distance education program conducted by the Polish-American Center at the University of Lodz. Unfortunately, out of 57 questionnaires sent, only three past participants have responded. This very low response rate could be explained by the fact that the questionnaire was sent out in July, when many of the past participants (who work primarily for educational institutions) might have left for the summer. Another possibility is that some of the e-mail addresses were no longer active because participants might have used a different address for course participation.

U.S. Grantee:	University of Maryland, College Park (UMCP)
Local Partner:	University of Lodz (UL)
Program Start:	1995
PACD:	originally 9-30-98; extended to 9-30-99 No-cost extension until 1-31-2000
Total Grant Amount:	\$3,017,776

1.0 PROJECT BACKGROUND AND DESCRIPTION

The proposed partnership between Robert H. Smith School of Business, University of Maryland, College Park (UMCP) and the Faculty of Management, University of Lodz (UL) was formally approved by USAID in September 1994. In February 1995 funds were transferred and the project implementation began in May. In October 1998, the project received a one-year no-cost extension. A small supplementary grant for new program development led to another extension, until January 31, 2000.

The goal of the program was to create at the University of Lodz a self-sustaining Center of Excellence for management education that could deliver a variety of innovative management training programs that would reach outside of the traditional state-supported academic structure. The Polish-American Management (PAM) Center was created on April 1, 1995, as an independent unit of the Faculty of Management and became the institutional base for MTEEP activities. The program set out to develop an executive MBA program (EMBA), short-cycle open enrollment programs, customized programs, and to restructure the undergraduate management curriculum. Once these activities were established the program expanded to incorporate DL capabilities

By October 1995, the Center moved into a new expanded space that is the current location for its activities. During the first six months, the in-country Project Director and the local staff had to overcome many administrative and systemic challenges in order to set up the necessary financial structure to allow for efficient program implementation. As a result of these difficulties, program development and implementation suffered delays. However, once the necessary structure was in place, the Center has made very good progress on program development and implementation.

The years 1998 and 1999 have seen rapid institutional growth for the PAM Center including graduating its first EMBA cohort in the fall of 1998; development of a

new program in Distance Learning (DL); and, a significant increase in the number of participants in non-degree management training programs.

In September 1998, the University of Lodz and the University of Maryland extended their Agreement of Cooperation for the period following the end of the USAID grant. In October, an Annex to the Agreement of Cooperation was signed that outlined the future interaction between the two institutions, particularly the continuation of the executive MBA program. The main aspects of the UMCP-UL collaboration include:

- ? General assistance with institutional, program, and curriculum planning for the Lodz Executive MBA program;
- ? Study visits to UMCP by UL faculty members; and
- ? Teaching and consultation by UMCP faculty for UL programs (including video conferencing).

Institutional ties between the two universities were further strengthened on June 21, 1999. The UL Senate voted to confer the highest university award, the Honoris Causa Diploma, on Professor Lee Preston (U.S. Project Director) for his contributions to development of management training at the University of Lodz.

PAM Center Programs

The executive MBA program (EMBA) is designed as a two-year, part-time program wherein the graduates receive a master's degree from UL and an MBA certificate from UMCP. The program is taught both in Polish and English by UNCP and UL faculty and by executives from international and domestic companies. Program delivery focuses on interactive learning methods, teamwork, case studies, group projects and simulation games and, utilizes the latest technology such as video conferencing.

The open enrollment programs usually target senior executives and are conducted in small groups while the customized programs are developed on the basis of a need assessment for a specific client. All programs emphasize management skills such as leadership, communication, negotiation, team building, finance, and other topics as appropriate. By providing faculty development opportunities for the UL professors both in the United States and through teamwork in Poland, the program is aimed at redesigning management curriculum at the Faculty of Management.

The Mini MBA is a program consisting of 104 teaching hours and 27 sessions that teach modern theories of management and their practical application, and improvement of managerial skills and professional qualifications of participants. The program is delivered in Polish and the target audience are middle-level managers who need to learn and/or improve their knowledge of key management

areas in a short period of time; those who for various reasons could not enroll in a longer program; and employees of rapidly growing enterprises.

The new Mini Global MBA (delivered via distance learning) is an outgrowth of the open enrollment Mini MBA, but these programs differ significantly in target audience, teaching methods and content. The target audience for the former is higher-level managers drawn from different regions of the country who are unable to attend classes in Lodz on a regular weekly basis. The languages of instruction are English and Polish. The program makes extensive use of Internet, Bulletin Board System, and video conferencing, with infrequent face-to-face meetings. The course content emphasizes global management issues, information technology, and INTOPIA international management simulation.

The Post-Graduate Distance Education Program, the major new initiative, was inaugurated in October 1997. This is a one-year certificate program for primary, secondary, and tertiary educators that addresses the various aspects of DL, such as technology, methodology, psychology, and pedagogical methods. This is the first such program operating in Poland. This activity developed as a result of collaboration between the PAM Center and the Faculty of Education at University of Lodz. The program draws on the extensive experience in distance learning of UMCP and Prince George's Community College.

2.0 PROGRAM MANAGEMENT

In 1998, the new Executive Director, who previously served as the EMBA Director, took over the leadership of the PAM Center from the U.S. in-country Director. As a result of her previous involvement with the Center's activities, the new Director possessed an in-depth understanding of the Center's programs and policies. The newly appointed coordinator for Distance Education Programs, who oversees the technical aspects of program implementation, also has been associated with the program since its inception. The PAM Center operates under the supervision of the Dean of the Faculty of Management and a small internal committee, plus an external Advisory Board – The PAM Center Educational Council of Business and Public Executives.

From the very beginning, the PAM Center aspired to establish a close relationship with the local business community. To facilitate this development, the PAM Center Educational Council was created in 1996. The Council includes the CEOs and top business executives from major international and domestic corporations and institutions such as Amcor Poland, the American Chamber of Commerce in Poland, Curtis Group International, Delphi Automotive Systems, Hogan and Hartson, Industrial and Financial Systems, ING BSK Investment Funds, Marriott Warsaw, First National Investment Fund, and Schroder Poland. The Educational Council meetings serve as a platform for discussing ongoing changes in the

business environment, the educational needs of the companies, and developments at the PAM Center.

The Center is now entirely run by a local staff of five full- and four part-time people, and it utilizes over 80 members of the UL faculty as course instructors. Many staff members have been with the project for several years and during that time received training at UMCP. Perhaps the most noteworthy characteristic of the Center's performance is the efficiency and professionalism of its staff. This can be seen from the point of initial contact (based on participant interviews) to program preparation and delivery.

3.0 PRINCIPAL FINDINGS

The previous visit to the project was conducted in the fall of 1998. The thrust of discussions with the PAM Center Director and DL personnel centered on possibilities to expand the programmatic and revenue generating base of the DL program. Some possibilities discussed included collaboration with the U.S. Department of Labor effort in retraining displaced workers (Lodz White Collar Center), opening the facilities to other universities for teleconferencing, developing programs for local government administrators, as well as collaborating with other MTEEP members to develop regional programs. A very real constraint to some of these efforts is inadequate space. The Center currently uses all of its rooms and this leaves very little flexibility to make the DL technology open to a broader audience. At the same time, there is a clear recognition among the Center leadership that it needs to develop a strategy for generating additional revenues to finance equipment upkeep and replacement.

3.1 PROGRAM SUSTAINABILITY

Table 1
Overall Project Results, 1994-2000

Program Type	# of Programs	Total # of Participants	# of Female Participants	% of Female Participants
EMBA	4	132	34	26
Distance Learning	3	88	58	66
Global Mini MBA (DL)	1	17	1	6
Customized Programs	120	2601	1158	44.5
Open Enrollment	51	1144	333	29
Total	179	3982	1584	40

3.1.2 Institutional and Programmatic Sustainability

The PAM Center is now a permanent entity within the University with authority to collect fees, make expenditures and conserve its financial resources from one budget period to the next. Its revenues cover all of its direct expenses as well as university overhead.

3.1.2.A Distance Learning Program

The PAM Center is one of the first and most important centers for Distance Learning technology in Poland. The Center has state-of-the-art equipment, internet communications and video conferencing capabilities are routinely used in course delivery. Training of outside personnel in DL techniques and pedagogy has become an ongoing and important component of Center's activities. The Center organized 19 conferences and seminars for the UL faculty and others interested in distance learning. The Polish Ministry of Education (MOE) recognized the PAM Center's achievements in the area of distance learning and, in 1999, The Center received a MOE grant. The two institutions are now engaged in discussion on future forms of collaboration.

Table 2
The Post-Graduate Distance Learning Program

Year	# of Participants	# of Female Participants	% of Female Participants
1997-98	30	19	63
1998-99	27	17	63
1999-00	31	22	71
Total	88	58	66

Persons enrolled in this program were mainly teachers, a profession that attracts large numbers of women. Unfortunately, there was no sufficient response to the questionnaire sent out to the graduates of the DL program to discuss the nature and degree of impact. However, while there is no reliable follow-up data, according to the PAM Center Director and those involved with the delivery of the program, several participants have used the gained knowledge to develop distance education programs in their own places of employment. Likewise, the strong and growing support of MOE indicates an important trend that emphasizes distance education in country's future learning environment.

3.1.2.B Case Competition

The continuing involvement of UMCP in EMBA program delivery brings a contribution not only to programmatic sustainability but also supports long-term institutional collaboration. A good example of this is the Case Competition conducted at the end of the EMBA program. The faculty of Robert H. Smith School of Business (SSB) runs the competition and the results of the presentations are judged by business executives. In 1999, the winners of the SSB competition came from the case competition conducted in Lodz where the American students worked together as coaches with the Polish teams. The Polish winning team was invited to come to UMCP and make a presentation of their solution.

3.1.2. Faculty and Staff Development

MTEEP activities have provided a solid base for continuing program sustainability through the efforts devoted to promote faculty development. Over the life of the project, 44 UL/PAM Center faculty and staff members have visited UMCP for training and joint projects. In addition, the PAM Center staff responsible for degree and non-degree programs took part in several seminars and conferences in Poland and in the U.S. The most important conferences included:

- ? International conference on "Management Education," Lodz, December 1995
- ? Conference on "Academy of Management," Boston, July 1997
- ? Conference on "Management and Executive Development Programs," Florida, November 1997 and 1998
- ? Conference "Kadry '97," (cadre), Warsaw, April 1997
- ? Conference on "Multimedia and Education," Poznan, April 1998
- ? Conference on "Distance Education in Poland – Strategy and Future," Warsaw, November 1999

In order to maintain program quality and responsiveness to participants' needs, the PAM Center has instituted regular evaluations of all programmatic activities. Instructors and students alike are asked to evaluate program content, relevance, and delivery. The results of evaluations are analyzed and appropriate changes made. This practice has resulted in more effective program delivery and has created a certain esprit de corps among the various stakeholders.

The Center's instructional activities are now supported through a recently established publication series. The first volume of the series is "Organizational Behavior."

3.1.2.D Open Enrollment and Customized Programs

The PAM Center also has been successful in broadening the base of its operations. The 16-week, non-degree Mini MBA program (offered several times a year) has been extended to Warsaw, and an Internet version of the program, the Global Mini MBA was inaugurated in January 2000.

**Table 3
Open Enrollment Programs**

Year	# of Programs	# of Participants	# of Female Participants	% of Female Participants
1995-96	13	247	-	-
1996-97	14	351	112	32
1997-98	11	227	91	40
1998-99	9	187	87	46.5
1999-00	4	105	43	41
Total	51	1144	333	29

Over time, the open enrollment classes shifted from short courses to more profitable long-term (usually four month long) programs. These programs are offered mainly by UL faculty who also teach the executive MBA program. In some case, for example in the Leadership Program, training was delivered jointly with U.S. instructors. During the life of the grant, the PAM Center offered 27 types of Open Enrollment Programs. The programs most in demand include:

- ? Mini MBA (108 hours)
- ? Global Mini MBA (Internet delivery – 104 hours)
- ? Human Resource Management (120 hours)
- ? Financial Management (96)
- ? Manager 2001 (104)
- ? Leadership Institute (40 hours)
- ? Health Care Management (80 hours)

**Table 4
Customized Programs**

Year	# of Programs	# of Participants	# of Female Participants	% of Female Participants
1995-96	3	90	26	29
1996-97	21	415	108	26
1997-98	33	997	320	32
1998-99	57	991	677	68
1999-00/Jan	6	108	27	25
Total	120	2601	1158	44.5

The PAM Center delivered its first customized program in April 1995. This was a conscious Center strategy to begin with company directed programs while developing the executive MBA. By the time the MBA program was in place, the Center was already a well-known and respected entity in the city and in the region. Although the first customized program was four months long, these programs now range anywhere from two-day to five-day training sessions, to longer, few month-long programs. Customized programs target mainly middle and upper level managers because the Center, from the very outset, defined for itself a goal to develop stable and long-term cooperation with client companies. In many cases this strategy proved successful. For example, the Center trained several Makro Cash and Carry departments throughout Poland and became one of the company's major training organizations. At the same time the Center continues to develop relationships with new companies and counts several major Polish and international companies as its clients: Coats Industrial Poland, Delphi Automotive Systems Poland, DT Centrum (department store), East West Spinning, First National Investment Fund, LG Petro Bank S.A., Polish Post Office, Polish Railway Company, Rentsch Poland, Shell Gas Poland, and Vanity Fair Poland. The number of people trained through customized programs is 2601; The open enrollment and customized programs combined reached 3745 individuals.

3.1.2.E Executive MBA Program

The two-year Executive MBA degree, offered regularly since October 1998, continues to draw qualified applicants. The popularity of the program is enhanced by participation of the UMCP faculty and by video conferencing that has become a regular feature in program delivery. DL sessions for EMBA students have been offered since 1998: 16 sessions (54 class hours) were offered during the period October 1998-September 1999; and 6 sessions (24 class hours) during October 1999-January 2000.

**Table 5
EMBA Enrollment and Graduates**

Cohort/ Year	Total # of Participants	# of Fem Participants	% of Fem Participants	# of Graduates	# of Fem Graduates	% of Fem Graduates
I 1996-98	26	6	23	24	6	25
II 1997-99	34	12	35	30	11	33
III 1998-00	37	7	19	-	-	
IV 1999-01	35	9	26	-	-	
Total	132	34	26	54	17	

In addition to establishing the PAM Center's Educational Council, the Center's ties with the business community are maintained through "Breakfasts at the PAM Center" conducted by Polish and U.S. guest speakers. During the grant period, the Center organized 24 such breakfasts. The Economist Intelligence Unit recognized the Center's achievements in its report, the Country Report: Poland (3rd quarter 1998).

The PAM Center's activities for the period February-June 2000 attest to the Center's vitality. The Center has delivered 11 customized programs with 206 participants; eighth and ninth edition of Mini MBA; and launched the first edition of Mini Global MBA, and Public Relations. The Postgraduate Distance Education Program graduated its third cohort in June. Several new programs are being prepared for the fall – Mini MBA for Lodz and Warsaw, Public Relations, and Resource Management program.

4.0 PROGRAM IMPACT

The results of the EMBA program can clearly be seen at the individual level. Most EMBA students are now middle or senior-level managers in established firms, although a few are owners or partners in their own firms. These program participants have been interviewed over the life of the MTEE program and most of them attest that the training they received at the Center changed the way they view the overall economic developments as well as their professional opportunities. They offered many examples of how the EMBA courses have provided an immediate benefit to them personally, as well as their relevance to the work in their places of employment. The most frequently cited courses were strategic planning, managerial economics, and financial management. The latter was particularly relevant for senior managers with overall management responsibilities.

At the firm level, impact has been seen in both small Polish-owned firms and larger joint venture and foreign companies. At least one foreign firm has actively pursued restructuring within a division as a result of suggestions from the EMBA participant. Another participant, who owns his own company, has profited from knowledge gained from the financial management course in preparation of an application for a line of credit (which he received). The courses in human resource management enabled him to introduce new systems for managing his 40 employees.

EMBA I had four participants from Coats Industrial, the largest manufacturer of industrial thread in Poland. One of the participants, the Director of Personnel Communications, was instrumental in the firm's decision to participate in the EMBA program. The top management of Coats Industrial was pleased with the EMBA program and considered it a worthwhile investment in human resources.

As a result, the firm covered 95 percent of tuition expenses for its employees attending the EMBA.

4.1 Success Stories

- ? Marek (EMBA) is a graduate of the Technical University in Lodz. Between 1979-89 he was the Head of the Department for Microprocessor Systems at the Research and Development Center for Automation of Chemical Processing, in Lodz. Between 1989-98 he was the President of the Board of Directors at Promax – an Enterprise for Technical Progress and Implementation. After completing his MBA studies, Marek started working for GP Batteries Poland, a part of the Gold Peak Industries Limited (one of the largest producers of batteries in the world), first as Sales and Marketing Director, and since 1999, as the Managing Director of GP Batteries Poland.
- ? Piotr (EMBA) has worked for Makro Cash and Carry in Lodz since 1994. When he started the EMBA, he was a department sales manager. In 1996, just after joining the program, he was promoted to the position of the Deputy General Manager of the store. In 1997, he was again promoted to the General Manager of a store in Lublin. Since 1999, Piotr has been the General Manager of the TESCO Hypermarket in Lodz. According to him, out of the 20 people from Makro Cash and Carry who received training at the PAM Center, 14 have achieved top managerial positions at Makro and other commercial companies.
- ? Magdalena is a Human Resources Manager at Makro Cash and Carry, Lodz who has cooperated with the PAM Center for the past five years both as a program participant and as a customer. Makro Cash and Carry staff took part in a wide range of training programs offered by the Center. According to Magdalena, the knowledge and experience gained by program participants has played a key role in the development of many professional careers within the company. “An undeniable effect of regular training is a higher level of staff’s qualifications, higher effectiveness and better managerial skills.”
- ? Anna (DL graduate) stated that “The Post-Graduate Distance Learning Program changed my professional career. I taught Polish, and now I coordinate Distance Learning at my school in Gdansk. Soon a student from Sweden is going to get his degree in this way.”

5.0 CONCLUSIONS

During the past five years, the PAM Center has established a solid programmatic and institutional base that has led to the Center’s full sustainability. The Center has gained recognition within the business community as an institution that can

deliver high quality, diverse management training programs. It has also made its mark in the educational community by pioneering distance education programs. All of these developments inspire confidence in the Center's future successes.

The Pam Center leadership has a well articulated strategic plan that includes continuing cooperation in program development and delivery with UMCP; development of customized and open enrollment programs based on the assessment of market needs; developing a variety of distance education programs; and active communication and cooperation with EMBA alumni. All of these activities will contribute to enhancing and strengthening the position of the PAM Center as an innovative, technology-based 'center of excellence' in management education.

6.0 RECOMMENDATIONS

- ? The PAM Center should explore opportunities for collaboration with the ICBPM, University of Warmia and Mazuria, particularly in the area of developing Internet based public administration programs.
- ? The PAM Center should revisit the possibility of establishing collaboration with the Lodz White Collar Center, developed under the auspices of the U.S. Department of Labor.

U.S. Grantee:	University of Minnesota (UMN)
Local Partner:	Warsaw School of Economics (WSE)
Program Start:	Current grant in 1994; extension until 1999
PACD:	September 30, 1999
Total Grant Amount:	\$2,987,836 + \$300,000 = \$3,342,836.00

1.0 PROJECT BACKGROUND AND DESCRIPTION

The cooperation between the University of Minnesota (UMN) and Warsaw School of Economics (WSE) started in 1991 under a previous USAID grant, Partners in Economics and Management (PEM) that allowed the school to modernize its curricula in economics and management. This grant established the Polish-American Center for Economics and Management (PACEM) that under the current grant (1994-1999) became the base for the project's management training activities. The participating institutions at UMN were the Hubert H. Humphrey Institute of Public Affairs (HHH) as represented by the Center for Nations in Transition (CNT), and Carlson School of Management (CSOM). The 1994 award was designed to achieve three goals:

- ? to develop a cadre of executives and managers with knowledge and skills in the management of private enterprises in a market economy;
- ? to train business managers and entrepreneurs in management and economic subjects essential for operating in a market economy; and
- ? to develop institutional capabilities of the partner institution to offer high quality academic programs in management.

PACEM's main activities centered on the executive MBA, executive workshops, round table seminars, and research driven publications.

In May 1997, UMN submitted to USAID/Poland and received approval for a proposal to transform the existing MTEEP collaboration into a strategic alliance. The alliance envisioned new institutional arrangements that already had received the official endorsements of both UMN and WSE. In support of the new institutional arrangement, USAID/Poland granted a one-year extension to the existing award as well as additional funding in the amount of \$300,000. The grant was scheduled to terminate on September 30, 1999.

The proposal for extension set forth the following two goals for the five-year period ending in 2002:

- ? to develop the institutional capacities at the Warsaw School of Economics necessary to produce a cadre of executives and managers in Poland possessing the comprehensive knowledge and skills in management of private enterprises in a market-based economy; and
- ? to develop a high-quality, self-sustaining academic degree program designed to provide comprehensive market-economy based business management education to practicing Polish business managers and entrepreneurs.

To achieve these goals, the program focused on upgrading to joint status (dual degree) a self-sustaining Warsaw Executive Master's of Business Administration (WEMBA) degree program at the Warsaw School of Economics. Upon completion of the proposed bridge funding, the generated tuition revenues would make the degree program financially viable.

The proposal for transforming the existing MTEEP collaboration into a strategic alliance was approved by the respective institutions and USAID/Poland in May 1997. At that time, the project still had one year to go under the MTEEP grant. The approved extension and additional funds were designed to help the project through the transition year – October 1998 to October 1999.

The proposed organizational structure for implementation of the new program included the following two elements: (1) the Polish-American WEMBA Program at WSE; and (2) the WSE Foundation for Management Education Development.

Polish-American WEMBA Program at WSE. The program would receive supervision and programmatic guidance from the **Polish-American WEMBA Program Council**, appointed for two years by the respective universities. The Council would be administered by two co-chairmen, one from each institution, and would have the following responsibilities: (1) determining the academic curriculum; (2) setting guidelines for the nomination of the participating faculty; (3) overseeing guidelines for the program quality control; (4) setting the budget and rules for financial management; (5) defining the organizational structure of the program; and (6) implementing a marketing and public relations work plan. The Council also would nominate to the respective universities appointment to the position of WEMBA Program Director, and would prepare annual reports. The operational management of the WEMBA Program would then rest with its Director in Warsaw and the WEMBA Program Coordinator at the Carlson School of Management.

The WSE Foundation for Management Education Development. All financial aspects of the program would rest with the WSE Foundation. The

Foundation would also oversee development and administration of other programs such as Post Diploma Studies (PDS), executive workshops and customized training, as well as promote and finance faculty training and research needed to support delivery of WEMBA. The Foundation would develop inter-institutional research collaboration and exchange with institutions in Poland as well as abroad. The result of these collaborative efforts would be joint training materials, textbooks and case studies.

The initial operational capital would consist of revenues collected from WEMBA I, II and III, and other training programs. These funds are presently deposited in the WSE account. The Foundation could also accept donations from companies and private individuals from Poland and abroad

From an administrative standpoint, the WSE Foundation was expected to be in place by May 1998 to take over the administrative, financial, and non-WEMBA related programmatic activities from PACEM, which would dissolve. Programmatic emphasis would focus on upgrading WEMBA to a dual degree status.

The UMN Board of Regents, as well as the American Assembly of Collegiate Schools of Business (AACSB) and the North-Central Association of Schools and Colleges (NCA), have approved the creation of a joint WSE-UMN executive MBA degree program. However, the Managing Director and Director of Accreditation for AACSB informed the UMN (in June 1997) that in order to secure AACSB accreditation for the program, UMN alone must award the degree. Accordingly, graduates of the joint program would receive both a UMN MBA degree and WSE Magister degree. If the MBA were to be awarded jointly by WSE and UMN, the degree would not be accredited since the WSE does not yet have AACSB accreditation.

AACSB accreditation to institutions outside North America is currently under discussion; in fact, AACSB is conducting pilot studies for this purpose. When accreditation outside North America gains approval, WSE, as an international member of AACSB, can apply for accreditation. In the meantime, WSE has agreed to follow the development of the pilot studies and to contact AACSB for a timeline for potential accreditation. The stated mutual goal is to reach the level of full accreditation for WSE in partnership with CSOM as soon as possible. Until WSE/CSOM achieves full accreditation, the official transcripts for program participants will identify both WSE and UMN.

2.0 PROGRAM MANAGEMENT

The overall responsibility for the grant has remained with the Hubert H. Humphrey Institute of Public Affairs (HHH) as represented by the Center for Nations in Transition. With the cooperation of all partners, the Center has

ensured the fulfillment of all USAID reporting and financial obligations. As of the program year that started in October 1997, responsibility for the general administration of the WEMBA collaboration rests with the Dean of the Carlson School of Management and the Rector of the Warsaw School of Economics. The CSOM Associate Dean of Faculty and Research and the WSE Vice Rector now oversee development and execution of the UMN-WSE Executive MBA program. The CSOM International Programs Director, a faculty program coordinator, and a program associate are responsible for day-to-day direction at UMN. At WSE, until the expiration of the grant, the current PACEM Director, the current WEMBA Director, and WSE MBA staff attend to daily functions.

3.0 PRINCIPAL FINDINGS

3.1 Progress Toward Stated Goals

3.1.2 Establishment of WSE Foundation for Management Education Development. The Foundation was registered with the Warsaw Registration Court for Foundations on November 5, 1999. Although the University Senate approved the concept of the WSE Foundation and WEMBA Council on July 14, 1998, the new proposal encountered considerable resistance among some faculty members who saw the independence of the WEMBA program as a threat to the university structure – a private business school using university logo. These apprehensions arose, on the one hand, due to WSE’s earlier negative experience with forming a foundation for one of its program activities, and, on the other hand, because WEMBA does not have a strong institutional fit with any of the five Collegia that form WSE. The program uses professors from the entire university and, therefore, does not have an administratively defined stakeholder.

The final draft of the Foundation’s statutes was ready in February 1999 but it had to wait until June to be placed on the schedule for the University Senate meeting. Now that all the legal issues related to establishing the Foundation have been resolved, the next steps will involve clarification and finalization of contracts dealing with administration of WEMBA and hiring the required personnel. The first year of the Foundation’s operation will, no doubt, be a challenging one for all institutions involved.

The WSE Foundation is already looking forward to developing other educational activities either jointly with UMN or with other partner institutions. Under consideration are an Health Service MBA (with CSOM), a variation of the program developed for the needs of Belarus, Lithuania and Ukraine, a management training program (perhaps a Post Diploma Studies) as an outgrowth of the needs of the current consortium project delivered in Ukraine, and perhaps also creating a CEE management training center at WSE.

3.1.3 Upgrading WEMBA to dual degree status. Since the MBA degree is not officially recognized within the Polish educational structure, finding the appropriate degree-granting solution within these constraints remains a major challenge and a central issue for progress toward the stated goal. At present, WEMBA graduates can receive only a Post-Graduate Certificate, a Special Magister-Level Certificate, or an appropriate WSE degree. This last option, however, requires fulfilling additional university requirements, including submission of a master's thesis.

Many within the Polish educational community think that it is only a matter of time until the Ministry of Education (MOE) reforms its degree structure and officially recognizes the MBA degree. At the same time, there have been limited discussions within WSE to accept WEMBA courses as Magister courses and the WEMBA-required field project as a thesis. It should be noted, however, that these discussions have been ongoing for some time with little progress. By comparison, a similar U.S.-Polish executive MBA program at the University of Lodz offers its graduates a University of Lodz degree and a certificate from the U.S. institution, and the UMN partnership with the University of Warmia and Mazuria (formerly Olsztyn University of Agriculture and Technology), has been able to arrive at a solution where the MBA graduates receive equal diplomas from both institutions. It would appear, therefore, that there are no legal constraints at the MOE level that would prevent a similar solution for WSE's WEMBA program. The constraints seem to come from the WSE University Senate. Presently, it does not appear likely that any significant progress on this issue will be made in the near future. The new elections and the subsequent change in the leadership at WSE deprived the program of even the moderate support of the previous years. As it stands, the WEMBA proponents have to educate the new leadership and continue to lobby the University Senate.

Resolving the issue of awarding a WSE degree (as opposed to a certificate) would take WEMBA one step closer to eligibility for AACSB accreditation. As it stands, it is still not clear what would/could be accredited by AACSB – WSE or WEMBA. The former is not a business school but rather an institution focused on delivering education in economics. Its organizational structure differs greatly from that of any business school. At the same time, WSE is consistently ranked as the number one economics university in Poland. This leadership role has been recognized by OECD (Organization for Economic Cooperation and Development) and, in 1998, WSE was asked to become a member of an elite organization of European business schools – the Community of European Management Schools (CEMS). Only two other CEE institutions, one in Budapest and one in Prague, are members of CEMS. This development can only strengthen WSE's position for AACSB accreditation. AACSB is scheduled to visit WSE in December to discuss possible next steps for the accreditation process.

3.2 PROGRAM SUSTAINABILITY

**Table 1
Overall Program Results**

Program Type	Total Number of Participants	Number of Female Participants	Percent of Female Participants
WEMBA I-V	214	53	25
PDS I-VII	246		
Round Table Seminars	227	83	36.5
Executive Workshops	402		
Other Short Term Activities (4)	99		
Total	1188		
Publications	12		

3.2.1 Programmatic Sustainability of the WEMBA Program

Despite its very high price tag, WEMBA continues to be in high demand on the Polish market. It appears that the program has successfully captured a narrow but lucrative market niche of middle and upper level management at leading domestic and foreign companies. Up to now, WEMBA has graduated four cohorts, totaling 147 graduates and additional 54 students received UMN MBA degrees as part of a pre-WEMBA pilot project sponsored by a Mellon grant. Despite the rigorous and demanding nature of the program, the attrition rate remains relatively low, 13.5 percent for the four editions. Both institutional and programmatic sustainability have been further enhanced by WSE-UMN/CSOM agreement stipulating that chosen WSE/WEMBA faculty will become adjunct professors at CSOM and corresponding CSOM faculty will have the rights of visiting professors at WSE.

**Table 2
WEMBA Applicants, Admissions, Drop Outs and Graduates.**

Program Date		# of Applicants	# Admitted	Drop outs	Year of Graduation and # of Graduates	
Year	Edition				Year	Number
1995	I	53	38	1	1997	37
1996	II	59	39	8	1998	31
1997	III	66	42	3	1999	39
1998	IV	57	47	7	2000	40
1999	V	86	48	3	2001	
2000	VI		45		2002	
Total		321	258	22		147

According to the results of interviews with WEMBA alumni and participants over the past two years, the primary reason they enrolled in and remained in the program was the offer of a UMN degree. Although the graduates also place a high value on the association with WSE, the WEMBA admissions requirement of an university degree, seems to have made the parallel award of the WSE degree less of an issue. From that perspective, it might be concluded that WEMBA with its present certificate/degree granting arrangement would remain a viable program on the Polish market at least for the near future. At the same time, the review of other university partnership arrangements in Poland offering MBA programs indicates that all Polish institutions offer their degrees and not certificates

3.2.2 Financial Sustainability

From the perspective of financial sustainability, WEMBA has done well. Examining the information on the sources of financing, starting with the third edition in 1998, WEMBA fees have become an important source of this program's financial sustainability. If in 1996 and 1997, tuition fees accounted for 10 and 17 percent respectively, in 1998 they already covered 49 percent of the costs. In 1999 this number rose to 68.5 percent and the projection for 2000 is 94 percent. This number is not likely to increase in the next few years because the fees have reached the market ceiling. Currently, WEMBA is the most expensive executive MBA program on the Polish educational market and there are several similar programs that also offer a degree from a European university.

At the same time, as the tuition share of generated revenues has increased, WSE's contribution has declined – from 33 percent in 1996 to 7.4 percent in 1999. No contribution is anticipated in 2000. WEMBA rents space from WSE and pays appropriate overhead fees that, it is hoped, will not exceed 25 percent.

The May 31, 1999 meeting of the University Senate approved transferring all revenues generated by WEMBA during the USAID grant period to the WSE Foundation for the purposes of supporting activities of the WEMBA program. However, according to Polish law, WSE as a public institution is allowed to transfer only ten percent of net profits for charitable purposes (broadly understood) such as education, in any given year. Alternatively, WSE may allow the WEMBA program to access these funds through a WSE account. One possibility under consideration is that tuition revenue for WEMBA VI will be deposited into the Foundation account, and all operational expenses for WEMBA V and VI will be covered from the existing WSE account. Such an approach would allow for a smoother transition to post-USAID financing.

In addition to managing the WEMBA program, WSE Foundation also will be allowed to administer and charge administrative costs for other programs such as Post Diploma Studies in Katowice or Consortium for the Enhancement of

Ukrainian Management Education (CEUME). The remaining revenues from these programs will go to either WSE or the Mining Institute in Katowice.

In order to supplement revenues, the WSE Foundation plans to launch an aggressive fund raising drive in the near future. Until now, corporate sponsorship remained at a relatively low level – five percent, eight and a half percent, and two percent in 1997, 1998, and 1999 respectively. The projections for FY 2000 are around six percent.

4.0 PROGRAM IMPACT

MTEEP has contributed to the creation of a qualitatively new institutional collaboration. The strategic alliance between UMN and WSE has introduced not only programmatic innovation to the WSE curriculum but acts as a catalyst in creating a new type of educational institution that incorporates not only traditional academic programs but actively develops alternative approaches to adult education and re-training. An example of such an activity is the one-year Post Diploma Management Program developed for the Katowice Mining Institute. This program was an outgrowth of WEMBA activities and to date has 246 graduates. This program was so well received on the Silesian educational market that in the second year of implementation instruction was organized in two parallel sessions.

At the more practical level, WEMBA teaching practices spearheaded introduction of syllabi and course evaluations in other WSE courses. MTEEP-trained faculty members have become known for their innovative and interactive methods of teaching and their courses offered outside of WEMBA have become one of the most popular and sought after courses. It is no coincidence that WEMBA faculty is also the faculty chosen to participate in the Community of European Management Schools (CEMS) program.

The benefits of collaboration have not been one-sided. UMN/CSOM has also gained valuable program experience in internationalization of its management education programs and in introducing them onto the international educational markets. The WEMBA program was the first CSOM off-campus foreign program that offered a UMN degree. Experience gained through WEMBA allowed CSOM to start two international programs, in Austria and in China.

The benefits of WEMBA training are clearly discernable at individual and institutional/company level. In the fall of 1997, the Economic Studies Center at WSE conducted a survey of all MBA graduates to date (two cohorts from the Day MBA supported by Mellon Grant, and WEMBA I). The overarching objective of the survey was to find out if the program satisfied participants' objectives, particularly those pertaining to acquiring knowledge and skills. The questionnaire

was sent out to 96 people. Of those who responded, 16 were WEMBA I graduates.

WEMBA graduates see a direct link between their professional advancement and MBA training. The overwhelming majority of WEMBA I graduates (as well as WEMBA II students interviewed separately) attest to significant personal growth, as demonstrated by a rise in salaries, promotions, and job offers. According to the questionnaire, 68.8 percent cite “significant improvement” in their careers; 50 percent feel that their promotion opportunities and prestige have also significantly improved; and 43.8 percent claim significant improvement in salaries. Further confirmation of the importance of MBA training for professional growth and career development is provided by the following responses: 37.5 percent of WEMBA I graduates received attractive offers from their employers or were able to move to better positions with other companies; 12.5 percent broadened scope of their work while remaining with the same company; and one person started a private business. In general, 56 percent of respondents reported upward mobility.

4.1 Success Stories

Examples of the personal success stories provided below illustrate more vividly than numbers the benefits of the MTEEP program.

- ? Piotr credits MBA studies with enabling him to develop and improve his interpersonal skills which in turn, led to a promotion from the position of a salesman to that of regional manager. The MBA training also provided him with the necessary marketing tools to develop a promotional campaign for his firm. As a result of the new campaign, product sales grew 70 percent and his salary saw a 200 percent increase.

- ? Jacek used his new knowledge to better formulate his company’s objectives and presented a company-wide reorganization program. If a year earlier he did not feel ready to run the company, now he is confident he has the needed knowledge and skills. This professional growth has been recognized by the company’s chairman of the board who promised to provide such an opportunity in the near future.

- ? Matthew credits his MBA training with giving him increased confidence when he made the decision to launch an Internet company. The newly acquired knowledge and skills helped him to avoid mistakes he made when he started his previous company. In 1999, Matthew was ranked in the sixth place in the competition for the Best Businessman of the Year in the World Young Business Achiever competition. He founded one of the first companies in Central Europe that provides an Internet job service.

- ? Tomasz, a WEMBA I graduate, was named the winner of the same competition in 1996. He is the president and co-owner of the JTT Computer Company.
- ? In March 2000, Tomasz, who is WEMBA III graduate, was appointed the President of Microsoft Poland.
- ? In March 1999, Jakub (WEMBA III) who held the position of a national manager in Kimberly-Clark Polska, was appointed to the post of general manager in Kuchnia Polska Dom Inwestycyjny "Dolina Lak" Ltd. The company is one of the most modern meat processing companies in Poland. Jakub has been tasked with a 1.1 million USD investment drive accompanied by company's restructuring, developing new marketing strategy, and introducing new products on the market.
- ? Tomasz (WEMBA II) has been appointed as a board chairman of Przymierze – Towarzystwo Funduszy Inwestycyjnych (Investment Funds Association).
- ? Beata (WEMBA I) worked as a Product Manager for Smith Kline Beecham, a pharmaceutical company when she enrolled in WEMBA. In May 1996, she moved to Novo Nordisk Poland as a Senior Product Manager. She was promoted to a position of Group Product Manager and later to Marketing Manager Diabete. In December 1999, she became the International Business Development Manager at the Novo Nordisk Regional Center in Vienna, Austria, with responsibilities for the regions of Central and Eastern Europe and South Africa.
- ? Emil (WEMBA I) was employed by Digital Equipment Polska when he enrolled in WEMBA. In 1997, he signed a contract with ATM S.A. to develop a restructuring program for Internet services department of ATM. The goal was to set up an independent company with a structure adjusted to the Internet industry, ensure a high rate of revenue growth, and to find a strategic investor. Emil became the president of the new company and achieved the following objectives: established ATOM S.A., the largest private Internet provider for Poland; introduced a new product, ATOMNET; established a team of experts in Internet sale systems; and raised the company's stock value 4.5 fold.
- ? A WEMBA II graduate worked as a senior consultant at OPTIMUS S.A., a computer and programming company. When he finished WEMBA, he was promoted to a position of a Project Management Director with responsibilities for the largest projects undertaken by the company. Under his management OPTIMUS has won a ten million USD bid for the computer software.

- ? Mariusz (WEMBA II) has been chosen as one of the eleven best human resources managers of 1999 in Poland in a contest conducted by Rzeczpospolita Magazine and the Bipron company.
- ? WEMBA II graduate has been appointed as General Manager of Saint Jude, a pharmaceutical company. Under her management, the company has gained new markets, including a very difficult Israeli market.

4.2 Representation of Women in WEMBA

The MTEE program undertook concerted effort to encourage female participation in all of its program offerings. The stated USAID goal was to achieve 50 percent participation. As the data in the table below indicates, WEMBA fell consistently short of that goal. The most plausible explanation I can offer for the lower participation of women in WEMBA is that the target audience constitutes the elite of middle and upper manager corps and as such (not unlike in the U.S.) is dominated by men. The executive MBA program conducted at the University of Lodz shows similar levels of women participation. By comparison, if one looks at the male/female ratio in the Mellon sponsored Day MBA program (for regular university students), there women constitute 41 percent of enrollees.

Table 3
WEMBA Students by Gender, 1995-1999

Program Name	Total # of Participants	# of Male Participants	# of Female Participants	% of Female Participants
WEMBA I	38	27	11	29
WEMBA II	39	29	10	26
WEMBA III	42	33	9	21
WEMBA IV	47	36	11	23
WEMBA V	48	36	12	25
Total	214	161	53	25

4.3 Round Table Seminars and Executive Workshops

The decision to enter into a strategic alliance and upgrade WEMBA to a dual degree program placed additional financial constraints on other MTEEP components, specifically on Round Table Seminars and Executive Workshops. While these program components were never designed to become financially sustainable, they required considerable time and effort to develop and market. These factors along with a decreasing demand, led to a decision to reduce the number of seminars offered and to shift the remaining resources into strengthening institutional and programmatic development.

Table 4
Public Sector Round Table Seminars, 1994-1997

Fiscal Year	Number of Seminars	Number of Participants
1994-95	4	100
1995-96	3	80
1996-97	2	47
Total	9	227

Table 5
Executive Workshops, 1995-1998

Fiscal Year	Number of Workshops	Number of Participants
1995-96	6	177
1996-97	7	119
1997-98	8	106
Total	21	402

Table 6
Other Short Term MTEEP Activities

Type of Activity	Number of Participants
Lessons Learned: USAID Assistance in Transformation of Economics Education in Poland, 1990-1994	45
Privatizing Banking Sector: Problems and Challenges; training program for Albanian bankers	8
Social Policy in Transitional Economy of Poland; training program for Ukrainian specialists	21
Polish-American MBA at the WSE: Lessons Learned from an International Partnership (conference)	25

5.0 CONCLUSIONS

UMN-WSE collaboration has contributed to the overall strengthening of management training offered at WSE and re-enforced the school's position as a national leader in management training. Likewise, WSE gained visibility and stature on the European educational market. By strengthening institutional

collaboration and commitment, the UMN-WSE alliance became the leader in delivering a MBA program that offers a degree from an U.S. institution. It appears that WEMBA has secured a niche as one of the most competitive MBA programs in Poland. Based on responses from program participants and graduates, as long as UMN remains the degree-granting institution, WEMBA's programmatic sustainability and marketability will not be threatened. The next year will present several challenges for the new institutional and administrative arrangement – the WSE Foundation for Management Education Development – in terms of financial procedures and interaction between the U.S. and Polish institutions.

6.0 RECOMMENDATIONS

- ? WSE and WSE Foundation should continue to explore the possibility of receiving an AACSB accreditation. At the same, time these institutions should pursue accreditation within the European Community. Recognition within the European Community would enhance the mobility of WEMBA graduates to assume higher level managerial position within EU.

- ? WSE Foundation should continue to explore approaches for a solution wherein WEMBA graduates would also receive a WSE degree (as opposed to a special certificate).

U.S. Grantee:	University of Minnesota (UMN)
Local Partner:	Olsztyn University of Agriculture and Technology (OUAT) Since 1999, University of Warmia and Mazuria (UWM)
Program Start:	current grant in 1994; extension until 2000
PACD:	6-30-00
Total Grant Amount:	\$2,987,8736 +\$250,000

1.0 PROJECT BACKGROUND AND DESCRIPTION

The current collaboration between University of Minnesota (UMN) and Olsztyn University of Agriculture and Technology (OUAT) builds on the MTEE project started in 1991. In 1993, the MTEE grant established the Polish-American Center of Agriculture Marketing and Agribusiness (PACAMAM), which serves as the institutional base for MTEEP-related activities. The 1994 award was designed to achieve two goals:

- ? to train and develop a cadre of executives and managers with knowledge and skills in the management of private enterprises in a market economy; and
- ? to develop institutional capabilities of the partner institution to offer high quality academic programs in management.

The Executive Master of Rural Industries Management (EMRIM) was designed to achieve the first goal. This two-year program addresses the needs of current and future executives, managers, and entrepreneurs working in rural and agricultural industries, primarily in small to medium-sized enterprises.

The one-year **Post-Diploma Certificate Program (PDCP)**, with emphasis on applied management and economic education, provides comprehensive short courses for managers of private and state farms and cooperatives, managers of small businesses, farmers, and former employees of state enterprises.

PACAMAM has become a driving force behind a broad curriculum reform. The Center developed close collaboration with the College of Management, established in the fall of 1995, and continues to play an important role in developing management curriculum for regular, full-time programs.

In an effort to transform the existing collaboration into a broader strategic alliance between UMN and OUAT, the two institutions developed and submitted to

USAID/Poland a proposal for a dual degree program. The Mission approved the proposal and provided additional funding in the amount of \$250,000. This follow-on award was designed as a two-year activity, and resulted in an institutional transformation. The new dual degree program was inaugurated in October 1998 and offers an Executive Masters of Arts in Business and Public Management from the Hubert H. Humphrey Institute of Public Affairs (HHH) and a Masters of Science degree in Management and Marketing from OUAT (now University of Warmia and Mazuria).

The Executive Master in Business and Public Management (EMBPM) aims to produce superior quality managers for business and public sector administration. The program targets middle and top level management executives in business and the public sector who are highly motivated and want to expand their knowledge base.

The renamed PACAMAM, now the **International Center for Business and Public Management (ICBPM)** is the vehicle for delivery of the new program. The Center is no longer a part of the College of Management but has become an independent intra-university unit. For the duration of the USAID grant, ICBPM has also retained a close relationship to USAID/Poland.

As part of the institutional restructuring, EMRIM has been transferred to the College of Management. As a result, EMRIM graduates now receive a degree from the College of Management and not, as previously, from their respective Faculties. The previous arrangement allowed only the graduates of three OUAT Faculties to participate in the program. The new arrangement opens admission to all individuals holding a master degree. In terms of program delivery, EMRIM will continue to be taught by professors trained under MTEEP, with occasional U.S. lecturers.

ICBPM continues to offer post-diploma studies (PDCP) in marketing, management, and public administration, and will revise and upgrade the PDCP curriculum to ensure flexibility and responsiveness to developing market needs. The third area of ICBPM's programmatic activity focuses on business courses and seminars, computer courses, conferences, language training, ecology education, and Cambridge English exams.

2.0 PROGRAM MANAGEMENT

MTEEP has continued to profit from a well-organized and efficient management team brought together by the OUAT and PACAMAM. The Center has a clearly articulated organizational structure with assigned tasks and responsibilities. As part of the ongoing program administration, ICBPM administers course evaluations at the end of each program. This practice provides an important

gauge in maintaining the quality of the program. The course evaluation results have been included with each quarterly report.

3.0 PRINCIPAL FINDINGS

3.1 PROGRAM SUSTAINABILITY

Table 1
Overall Program Results, 1994-2000

Program Type	# of Cohorts	# of Participants	# of Female Participants	% of Female Participants
EMRIM	3	73	30	41
EMBPM	2	36	22	79
PDCP	7	407	152	37
Total	12	516	204	40

3.1.2 Institutional and Programmatic Sustainability

The partnership between UMN and OUAT was the catalyst for a fundamental institutional change - the establishment of a College of Management, the expansion of the curriculum to offer new degree programs in management, and finally, in 1999, granting of University status to the college. OUAT was officially renamed the University of Warmia and Mazuria (UWM) by the Polish Parliament. The latter achievement cannot be over-emphasized. It is not often that an agricultural academy fulfills the stringent requirements to become an university. OUAT was one of nine agricultural academies in Poland. But, it was the only institution in that category to establish a College of Management. The UWM leadership directly credits MTEEP with the current success. This achievement is even more notable because of the UWM's location in the region of Poland that is one of the most economically depressed.

These changes would be unlikely had it not been for a very strong commitment to and support for programmatic and institutional reform among the top leadership of the UWM at the beginning of USAID assistance. Although the university leadership has changed, the support for MTEE activities remains very strong and ICBPM continues to play a leading role in institutional strengthening and program development. At the official USAID closing ceremony on July 12, 2000, USAID Administrator J. Brady Anderson honored representatives of Polish institutions that have been considered to achieve notable success under USAID-sponsored programs. The MTEE program at UWM became the recipient of this distinction.

3.1.2.A International Center for Business and Public Management (ICBPM). The University Senate has officially approved the formation of the

Center and has passed the Center's bylaws and articles of constitution. The Center is an independent intra-university unit directly responsible to the Rector. A Scientific Council oversees ICBPM and also has responsibility for academic supervision of programs offered by the Center and for support of doctoral studies at the College of Management, whenever such studies are related to the Center's programmatic activity.

The Council consists of 12 to 15 members representing UMN, UWM and WSE. UMN is represented by faculty from the Hubert H. Humphrey Institute of Public Affairs, the Department of Applied Economics, and the Carlson School of Management. UWM is represented by the Deputy Rector for Science and Collaboration Abroad and by selected UWM faculty. WSE is represented through faculty from departments of industrial management, economic analysis, and socio-economic affairs.

In addition to administering and delivering the new dual degree program, ICBPM is also engaged in an USAID - supported Polish-U.S. consortium program in Ukraine that collaborates with forty Ukrainian universities to develop and enhance management training capabilities at these institutions – Consortium for the Enhancement of Ukrainian Management Education (CEUME). At the moment, the Center is operating at its capacity for program delivery but continues to explore new avenues for growth. The major constraint for expanding its offerings is limited space and sufficient faculty with appropriate Western experience in program delivery.

3.1.2.B Summer English Language School. The design of the new dual degree program requires a higher language competence not only among the students but also among faculty (the previous program was designed as a Polish language program). To address the faculty language competency issue, ICBPM organized an intensive ten-day language-training program for UWM faculty involved in the new program. To upgrade English qualification among the EMBPM students, UWM will continue to offer an on-going Business English language program (at additional cost) that will be open to all that want to upgrade their business English language skills and meet the language admission requirements for the EMBPM. During the recruitment process, some otherwise well-qualified applicants could not be admitted because of inadequate proficiency in English.

3.1.2.C Executive Master in Business and Public Management

Table 2
Executive Master in Business and Public Management (EMBPM) by
Number of Participants, Gender, and Percent

Cohort Year	# of Participants	# of Female Participants	% of Female Participants
1998-00	17	7	41
1999-01	19	15	79
Total	36	22	61

Recruitment of the first EMBA cohort. The financial sustainability of the EMBPM program is designed for a cohort size of 35. The first cohort was considerably smaller – 21 participants, and has further decreased. (see Table 2 above). In addition to the very fast program start-up, several other issues contributed to lower enrollment. To begin, the approval process at UMN took considerably longer than originally assumed. In particular, UMN revised its approach to the program and moved it to the Graduate School. The shift had a direct impact on the process of student selection. Specifically, Graduate School admission requirements (and the accompanying documentation) are more rigorous than those for a professional program. Perhaps the most pertinent specified admission requirement is a high level of English competence. During the planning stage, the program implementors thought that participants would have an opportunity to improve their language competence over the course of the program, at least for the first cohort. Another admission requirement under the revised degree program is student interviews by UMN faculty. These various changes caused delays in the start of the recruiting process and resulted in a more rigorous student selection. A second reason for a smaller cohort size was that the attention of the Polish population during the summer of 1998 was focused on the upcoming local elections.

As Table 2 indicates, the size of the second cohort also falls short of the projected numbers. In addition to the strict admission requirements, an important contributing factor for this is a still widely held perception among many potential applicants that a degree in public administration is less relevant (and therefore less desirable) to the needs of the developing market. In reality, however, nothing could be further from the truth. The recent administrative reform has created an additional administrative layer – a powiat (county) – with considerable financial autonomy and resources. As a result, the need for competent public sector administrators has greatly increased. At the same time, however, both the attitude among the public administrators regarding the necessity for specialized knowledge in public sector administration, as well as the financial resources available for workforce development remain inadequate. This state of affairs is

certain to change but it will probably take a few more years, under the most optimistic scenario.

The above situation has a direct bearing on EMBPM program sustainability. In order to maintain financial sustainability, EMBPM has to increase its cohort size. Considering the primarily regional nature of the program (although there are participants who are commuting from as far as Warsaw), developing sufficient market demand will take some time. A possible solution to this problem would be to offer a dual track degree, one in business administration and one in public administration. There is a large course overlap for both of these tracks and the higher interest in business management would offset the lower enrollments in public administration until this field could take sufficient hold in the region. However, in order to make such an offer marketable, ICBPM has to find an additional Western partner to complement the offer of a Western/U.S. degree in public administration with a similar offer in business management. The Center is currently evaluating and exploring various possibilities in this area.

At the same time, it needs to be noted that institutional and programmatic sustainability of EMBPM remains strong. The continuing commitment of both institutions (UWM-UMN) to collaboration is manifested in the fact that several UWM faculty members now hold titles of Adjunct Professors at UMN. This arrangement attests to the high level of confidence in professional capabilities of ICBPM- affiliated faculty. From the perspective of program delivery, this arrangement means that courses offered by the Polish faculty who are designated as Adjunct Professors, are considered as UMN-delivered courses and are counted toward the fulfillment of the accreditation requirement for the UMN faculty participation in course delivery.

3.1.2.D Post Diploma Certificate Program

Table 3
Post-Diploma Certificate Program in Marketing and Management by
Number of Participants, Gender, and Percent

Cohort/Year	# of Participants	# of Female Participants	% of Female Participants
1993-94	40	10	25
1994-95	45	15	33
1995-96	30	12	40
1996-97	67 (2 sessions)	30	45
1997-98	71 (2 sessions)	26	37
1998-99	72 (2 sessions)	21	21
1999-00	82 (2 sessions)	38	46
Total	407	152	37

The PDCP is a very successful and sustainable program. As Table 3 indicates, the demand for the program has doubled and remains very strong. The ICBPM regularly reviews the course offerings and introduces the needed programmatic changes to ensure course relevance and demand. When the program was first conceptualized and developed, it was hoped that it would serve both as a skills enhancement and retraining instrument for the region's population.

3.1.3 Financial Sustainability

The short fall in the number of EMBPM participants has had adverse consequences for revenue generation. The projected proceeds from the program were earmarked for faculty development study tours at UMN. It is possible that ICBPM will be able to offset some of the shortfall by transferring revenues earned from other programs (such as PDCP). However, as discussed above, an adequate long-term solution has to be found in the near future.

4.0 PROGRAM IMPACT

MTEEP has made a long lasting institutional and programmatic impact at UWM. The project has established not only three successful management programs but also has significantly contributed to institutional restructuring. According to the University leadership, the creation of the College of Management has been a direct outgrowth of MTEE activities. Before becoming a full-fledged university in the fall of 1999, OUAT was the only agricultural academy in Poland to have such an institution. Programmatically, the undergraduate curriculum has been created with the active involvement of PACAMAM and is based on Western standards. The most recent development, moving EMRIM from PACAMAM to the College of Management, both complements and strengthens this institution's academic standing. The UMN-UWM partnership is the most successful example within the MTEEP portfolio of restructuring undergraduate curriculum.

EMRIM, EMBPM, and PDCP participants highly value the relevance of training received and view the programs as an important factor in professional advancement. All those interviewed over the life of the MTEEP grant provided numerous examples of using training from their respective programs at their places of employment. The course evaluations for EMRIM II and III, and for PDCP (based on 1998 data) provide telling evidence of program impact. The evaluation questionnaire addressed the following issues: relevance of the courses to participants' needs; recognition of the local economic situation; gaining skills that can/will be applied at work; and course delivery. The respondents considered most of the courses relevant to their needs (range 77%-97%). They also highly rated course delivery and instructors' preparation and knowledge (range 77%-97%, with one exception of 40%).

PDCP also received high evaluation scores. Relevance of courses to participants' needs – 72% to 91%; recognition of local economic situation – 66% to 91%; gaining skills to be applied at place of employment – 47% to 80%; and course delivery and instructor competence – 66% to 97%.

4.1 The Executive Master in Rural Industries Management

Table 4
Executive Master in Rural Industries Management (EMRIM) by Number of Participants, Gender and Percent

Cohort/Year	# of Participants	# of Graduates	# of Female Graduates	% of Female Graduates
1995-97	26	19	5	26
1996-98	33	27	11	41
1997-99	33	27	14	52
Total	92	73	30	41

As the above table indicates, EMRIM has successfully maintained a stable cohort size. The current 18 percent attrition rate in reality may be lower since some of the participants have only a few remaining requirements for graduation. The program is now part of regular offerings at the College of Management and is open to all those with university degrees regardless of their prior specialization.

Table 5
Executive Master in Rural Industries Management (EMRIM) by Age and Percent

Age	1995-97/%	1996-98/%	1997-99/%	Total
<30	7/37	17/63	13/48	37/51
30-40	5/26	8/30	10/37	23/31
40-50	7/37	2/7	4/15	13/18

It is noteworthy that during its first edition EMRIM attracted a large percentage of the 40-50 age group; as the economic transition processes matured and took hold, it appears that the program became an important training vehicle for recent college graduates. At the same time, it continues to play a significant role for the 30-40 year old category as an instrument for skills enhancement and professional mobility.

Table 6
Executive Master in Rural Industries Management (EMRIM) by
Professional Background

Professional Background	1995-97 %	1996-98 %	1997-99 %	Total %
Executives, managers, entrepreneurs, marketing specialists	12/63	19/70	21/78	52/71
State agencies, public administration, local government, NGO	3/16	2/7	5/19	10/14
Elementary, high school, university teachers	3/16	3/11	1 / 4	7/10
Unemployed	1/5	3/11	0/0	4/6

EMRIM has achieved notable success in reaching its primary target group of managers, entrepreneurs and marketing specialists. Because EMRIM is one of the highest rated Polish-language management programs in the area, it will most likely continue to attract participants from the state agencies and public administration. As the demand for this type of training increases, it is likely that the program will broaden the scope of the existing public administration specialization.

4.2 Post-Diploma Certificate Program in Marketing and Management

Table 7
Post-Diploma Certificate Program (PDCP) in Marketing and Management
by Professional Background and by Percent

Professional Background	'93-94 %	'94-95 %	'95-96 %	'96-97 %	'97-98 %	'98-99 %	'99-00 %	Total # / %
Executives, managers, entrepreneurs, marketing specialists	22/55	18/40	15/50	36/54	45/63	46/64	40/49	222/55
State agencies, public administration, local government, NGO	13/33	10/22	4/13	11/16	8/11	13/17	10/12	68/17
Elementary, high school, and university teachers	3/8	5/11	7/23	9/13	4/6	6/8	14/17	48/12
Unemployed	2/5	11/24	3/10	8/12	3/4	0/0	11/13	38/9
Military officers	0/0	1/2	1/3	3/4	11/15.5	8/11	7/8.5	31/8

Looking at the professional background distribution of program participants (Table 7) it is important to note the role PDCP played in upgrading the professional skills of executives, managers, entrepreneurs, and marketing

specialists. These professions account for 55 percent of participants in all programs. At the same time, it is interesting and disappointing to note that the level of program participation by representatives of state agencies, public administration, and local government has steadily declined, from 33 percent for the first cohort (1993-94) to 12 percent for the seventh edition (1999-00). This is a somewhat puzzling development, particularly in light of very reasonable program costs and the growing need for public sector administration training. However, if one considers participants from the sphere of primary, secondary and tertiary education, the overall participation of the public sector increases to 29 percent. It is, of course, not clear why the latter category of participants enrolls in the program – is it because they are involved in school administration or want to upgrade their knowledge for course delivery? While the program has played a rather moderate role as a vehicle for decreasing unemployment (except for cohort 2), it continued to attract participants from that category.

Table 8
Post-Diploma Certificate Program in Marketing and Management by Age and by Percent

Age	'93-94 %	'94-95 %	'95-96 %	'96-97 %	'97-98 %	'98-99 %	'99-00 %	Total
<30	9/22.5	21/47	15/50	25/37	27/38	19/26	30/37	146/36
30-40	16/40	13/30	11/37	29/43	25/35	33/46	28/34	155/38
40-50	15/38	11/24	4/13	12/18	19/27	20/28	23/28	104/26
>50	0	0	0	1 / 2	0	0	1/1	2/0.5

At the beginning stages of the economic transformation in the region, many scholars and practitioners have engaged in a discussion about which segments of the society would play the most strategic role in the transformation process. While the majority agreed that by far the most flexible (teachable) group would be from those aged from mid-20s to mid-30s, there was also a considerable degree of skepticism regarding the effectiveness of targeting the over-forty group. This group was generally considered to be the 'lost generation' in terms of becoming a valuable participant in the transition period. The PDCP provides clear evidence to the contrary. The program participation data by age (Table 8) indicates that for the past six years, an average of 26 percent of participants were over forty years old. When one considers the regional economic difficulties and, therefore, a less absorbent market, the resilience of this age group is even more noteworthy.

In order to document program impact and gain additional insight into improved program offering, ICBPM developed and distributed (in April and May 2000) a questionnaire to graduates of PDCP and EMRIM. Forty percent of EMRIM and thirty one percent of PDCP graduates returned the questionnaire. The questionnaire data validates earlier interviews that training received in these programs has had a significant impact on professional careers. In the period

following graduation, 23% of PDCP graduates changed jobs for more rewarding positions; 26% received a promotion; and, 8% started individual business activity. Responses from EMRIM graduates are very similar: 27% changed jobs; 27% received promotions; and 7% started their own business.

Graduates of both programs feel that the knowledge and skills they gained is highly valued on the job market. (The numbers in the table below are in %)

Skills valued by	PDCP	EMRIM
Superiors	56.4	70.0
Co-workers	72.3	86.6
Competing companies	34.7	60.0
Labor market	39.6	63.3

Impact of PDCP and EMRIM studies on professional mobility is further reflected in the income structure before and after the graduation from the programs.

	PDCP	EMRIM
Earnings before studies		
Up to 2000 zł/month	68.3	63.3
Above 2000 zł/month	31.7	36.7
Earnings after studies		
Up to 2000 zł/month	23.8	36.6
Above 2000 zł/month	76.3	63.4

4.3 Executive Master in Business and Public Management

During this closeout evaluation, a special effort was made to reach as many EMBPM participants (soon to be graduates) from the first cohort as possible. Considering the time constraints, the busy schedules and regional dispersion, the fact that eight participants (almost 50%) made themselves available and gave generously of their time is a testimony to their professionalism and gratitude for the opportunity to participate in such an excellent program. The group provided a very broad spectrum of professional background and included representatives from Polish and international companies, public sector, and individual entrepreneurs. All of the interlocutors stressed the relevance of the program for their professional needs and provided examples of implementation (included in success stories below). It is interesting to note that all made a special note of the impact their training had on the way they organize work activities, interact with subordinates, and emphasize teamwork. Two of the participants became active in the civic arena – one in the neighborhood council, and another in an environmental group. They link their involvement with the broader socio-economic perspective provided in EMBPM courses.

Table 9
Executive Master in Business and Public Management (EMBPM) by Age and Percent

Age	1998-00/ %	1999-01/ %	Total/ %
<30	5/29	13/68	18/50
30-40	6/35	3/16	9/25
40-50	6/35	3/16	9/26

Considering the stringent admission requirements, and particularly the competence in English, it is notable that 35 percent of the first cohort is above 40. It will be important to provide language instruction opportunities to other potential qualified applicants. It appears, however, that the primary pool of future applicants will come from the recent college graduates who will, most likely, have better English skills.

Table 10
Executive Master in Business and Public Management (EMBPM) by Professional Background and Percent

Professional Background	1998-00 %	1999-01 %	Total %
Executives, managers, entrepreneurs, marketing specialists	14/82	12/63	26/72
State agencies, public administration, local government, NGO	2/12	3/16	5/14
Elementary, high school, university teachers	1/6	3/16	4/11
Unemployed	0/0	1/5	1/3

Similarly to EMRIM, the majority of EMBPM participants already work in the field of management. It is also encouraging to note that 32% of the second cohort are representatives of the public sector (if one combines the two categories).

Table 11
Cumulative Comparative Data for Program Types According to Professional Background (in %)

Program Type	Executives, Managers, entrepreneurs, marketing specialists	State agencies, public admin, local government, NGO	Elementary, high school, university teachers	Unemployed	Military Officers
EMRIM	71	14	10	6	0
EMBPM	72	14	11	3	0
PDCP	55	17	12	9	8

It is interesting to note that both EMRIM and EMBPM are so alike from the point of view of professional backgrounds of their participants. At the same time, this similarity comes from experiential base rather than from training background – those who entered the first three editions of EMRIM all have an OUAT degree. One could also hope that in the future, as the greater understanding of a need for training managers for the public sector solidifies, the representation of this group in ICBPM programs increases.

Table 12
Cumulative Comparative Data for Program Types According to Age (in %)

Program Type	<30	30-40	40-50	>50
EMRIM	51	31	18	0
EMBPM	50	25	25	0
PDCP	36	38	26	0.5

It is interesting to note the high level of participation in EMBPM and EMRIM by the less than 30 age group. It could be ventured that this group clearly recognizes the potential gains of acquiring market-related skills. This group's willingness to commit to a longer-term program is likely connected to its greater mobility in terms of financial and family obligations. At the same time, it is worth stressing once again that all three programs have significantly contributed to training and upgrading of qualifications for the 40-50 year category.

4.4 Participation of Women in ICBPM Programs

Increasing participation of women has been a long-stated goal of USAID-sponsored programs. All ICBPM programs show high levels of women participation. Table 1 provides the cumulative comparative data for EMRIM, EMBPM, and PDCP. The numbers for women participation in these programs are 41%, 79%, and 37%, respectively. These numbers are the highest of the three

MTEE programs in Poland. What is particularly noteworthy (and to a certain degree unexpected) is the fact that such active participation by women takes place in Poland's most economically underdeveloped region. This issue deserves a more careful analysis with possible program implication for other regions, both in Poland and in NIS and CEE.

4.5 Success Stories

- ? Adam (EMRIM II) is a graduate of the College of Food Sciences at OUAT who, after his graduation started to work at a private firm "Era" where he was responsible for logistics and sales. In August 1995, he was hired by Ostroda-Morliny Meat Company, Ltd. as a production supervisor for delicatessen meats. In October 1996, he enrolled in EMRIM and was shortly thereafter promoted to the position of export specialist. EMRIM training has significantly contributed to development and enhancement of his professional skills and knowledge. He specifically mentioned such areas as negotiation rules and techniques, and distribution of meat products in international markets. At the beginning of 1998, Adam became Deputy Director responsible for sales and distribution at the Karchev Meat Company, Ltd., one of the divisions of the Ostroda-Morliny Company. As of June 1998, he was the youngest person employed at this managerial level (29 years old). In addition to his promotions, Adam also created a marketing department in his division.

- ? In 1997, as a recent EMRIM graduate, Bernarda has just received a promotion to the position of Chief Accountant in Bank Gdanski, S.A. in Olsztyn. After 1989, Bank Gdanski emerged as one of nine regional banks in Poland. In 1997, the bank merged with the Bank of Economic Initiatives, which accorded it the fifth place in Poland in terms of capital investments. The Olsztyn office is one of the biggest regional offices with one hundred employees. Before enrolling in EMRIM, Bernarda completed post-diploma banking studies in Gdansk that provided her with the initial exposure to Western banking practices. She found EMRIM courses very relevant to her work, from human resource management and managerial accounting, to marketing and client relations. As the subject of her master's thesis, Bernarda chose to write about credit risk using information from her bank. Her thesis won one of the EMRIM graduation prizes. This research helped her to identify those client groups that represent the highest and the lowest risk and, as a result, has increased the effectiveness of bank operations.

- ? Bozena (EMBPM) has worked from 1992 at the local self-government council as a director of City Center for Social Assistance. In 1993, 1994 and 1997 she participated in overseas training dealing with operation of local self-government. The received training made her realize how much more she needs to learn in the are of local self-government administration. It was this

striving for new knowledge that made her enroll in EMBPM. Examining her experience from the perspective of two years, Bozena clearly sees that the knowledge and skills she received from EMBPM helped her with better organization of her work and changing her manner of work from executive to managerial. She learned to delegate tasks and to allow her subordinates take responsibility for their decisions. She also organized working groups for solving the most difficult social problems. Knowledge gained in strategic planning and principles of organization helped her to be more effective in her NGO activities (where she is a chairwoman) as well as in her own entrepreneurial activities; in March, 2000, Bozena established a production and services cooperative. The knowledge gained from strategic planning afforded her a broader view of economic, social, and environmental problems. She tries to use her new skills during training she conducts, in elaborating local/regional development strategy, and in writing reports. In June 2000, Bozena won a competition and was chosen to be the new Director of the County Labor Office.

- ? When Janusz (EMBPM) saw the recruitment add in the local paper (Gazeta Olsztynska) for Executive Master in Business and Public Management, he was intrigued and thought that it could be interesting to ‘exercise his brain’ once again and to have an opportunity to compare his personal eight years of experiences as a mayor of Bartoszyce and as a new county head. During the past two years Janusz has experienced such diametrically opposite feelings as despair and frustration because of a lack of time for studies and professional work, difficulties with English, learning new concepts and vocabulary, to moments of great joy and satisfaction because he was already familiar with many of the issues discussed in class and could be an active participant in the discussion. Janusz is certain that his prior experience combined with the newly acquired knowledge helped him with the election to the county self-government and to become the new county administrator. From this perspective, Janusz thinks that he can credit the course “Leadership for Common Good” for his electoral success. Of course, other courses, in particular human resource management, organizational analysis, and public finances, continue to play critical role in his every-day activities. The county government is embarking on elaboration and implementation of a regional development strategy and Janusz will continue to draw on the knowledge received from his participation in EMBPM.
- ? Slawomir’s decision to enroll in EMBPM was directly linked with the requirements of his new work – he became a member of the executive board in charge of development at MELEX, a company that produces small electric vehicles. At the time, the company was embarking on restructuring and Slawomir felt that he did not have adequate knowledge to oversee this process. During the past two years he had almost daily opportunities to compare, contrast and verify his practical knowledge with presented

theoretical approaches and solutions. As a result of his studies, he now has a better understanding of causal relationships involved in leading a several-hundred person strong manufacturing company. Although he utilizes knowledge and skills from practically all subjects, the most helpful so far have been courses dealing with organizational management and leadership, conflict resolution, and workplace relations. Because of his position on the Board of Directors, Slawomir has the necessary authority to implement innovative solutions at his companies. Although in Slawomir's case, completing EMBPM did not lead to a promotion he has noticed a marked difference in how his colleagues and representatives of international client companies interact with him. There is more flexibility for dynamic exchange and there is mutual understanding and respect. This is a notable difference from the more traditional managerial style to which these clients otherwise would be accustomed.

- ? Since graduating from college, Jacek (PDCP) has been employed in an autoservice family business where he started from the very bottom of professional ladder as a serviceman. The changing demands of the market and growing competition convinced him that he has to acquire additional knowledge in economics and management. The knowledge and skills Jacek gained have been put to test in his family business. The company improved employee recruitment procedures, services provided to clients, as well as the quality of service itself. As a result, between 1998-2000, the company increased its sales and broadened the market share. Jacek is now the head of the sales department.

5.0 CONCLUSIONS

Despite the various delays in finalizing the project approval, UWM and ICBPM have extended their best efforts to launch the new project on time. This was a very difficult task and they deserve to be commended. This coming year will continue to be full of challenges connected with making the various needed adjustments in program delivery and administration.

ICBPM's careful local market analysis combined with thorough program administration promises to maintain steady progress in the face of the various challenges. It cannot be over-emphasized that the overall institutional climate at UWM has been very supportive of institutional innovations. Likewise, the enthusiastic support of local leaders and businesses for ICBPM programs lends further confidence in the sustainability of this USAID investment. Recent EMBPM graduates have expressed an interest in establishing an alumni association and maintaining close links with ICBPM. Establishing an alumni association would increase both program and Center's visibility, strengthen program reach, and diversify program delivery options. EMBPM graduates would be ideal candidates for conducting guest lectures during regular program

delivery and sharing their practical experiences and lessons learned with the current course participants. Their continued active involvement in ICBPM activities would also provide an additional avenue for developing stronger links between the University and the business community.

6.0 RECOMMENDATIONS

- ? ICBPM should maintain advocacy for the public administration program and strive to build linkages with others engaged in public sector development, including those institutions supported by USAID/Poland, the Local Government Initiative.
- ? ICBPM should explore opportunities for future collaboration with the Polish-American Center at the University of Lodz, particularly in the area of distance education. This could involve exploring outreach extension of program offerings to a broader, national market, as demand arises.
- ? ICBPM should expand its efforts in marketing EMBPM and make sure that the program is included in Polityka's yearly write up of management programs in Poland.
- ? ICBPM should consider asking some of EMBPM graduates to serve as guest lecturers in program delivery.